DOCUMENT RESUME

ED 315 606 CE 054 146

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TITLE Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
PUB DATE 2 Dec 89
NOTE 57p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 2, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Basic Skills; Community Colleges; Competency Based Education; Educational Change; *Employer Attitudes; *Employment Qualifications; Faculty Recruitment; *Outcomes of Education; *Quality of Working Life; Two Year Colleges; *Vocational Education Teachers
IDENTIFIERS Iowa; *Workplace Literacy

ABSTRACT

This document considers whether postsecondary education can change the way it operates. The introduction identifies six challenges of the 1990s, including heterogeneous student populations; quality of working life competence, basic competence, employability competence, learning-to-learn competence, common core competencies, and the arts and science/vocational and technical gap; a maturing faculty; teacher effectiveness; the significance of associate degree and certificate technical education; and curriculum alignment and accountability. Two areas that will be affected by these challenges are identified: instructors' competence in dealing with curriculum and instruction and the necessity for community college administrators to develop the skills of faculty. The four subsets of basics that employers want, such as conventional basic skills and group process skills, are summarized. The paper describes three research studies designed to determine Iowa's vocational technical educators' perceived needs in two areas: (1) their need for curriculum resource materials in basics, quality of working life, and employability; and (2) their perceived need for inservice seminars on how to implement those materials. The document concludes with 11 references and a set of 34 transparency masters. (CML)

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WORKPLACE BASICS: THE SKILLS EMPLOYERS WANT ... CAN WE CHANGE THE WAY WE OPERATE?

PRESENTED AT
1989 ANNUAL MEETING OF THE AMERICAN
VOCATIONAL EDUCATION ASSOCIATION

DECEMBER 2, 1989
ORLANDO, FLORIDA

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A. Introduction

The Report of the Commission on the Future of Community Colleges "Building Communities" stated that "the plethora of studies purported to report on excellence in education had made virtually no mention of the significant role and contribution of community, technical, and junior colleges - the largest branch of American education," (AACJC 1988). In the absence of inclusion, The Report developed by The American Association of Community Junior Colleges-AACJC was designed to define excellence in a new century for America's community colleges.

In some institutions of higher education the definition of excellence begins and ends with the admissions process. Who gets in? The comprehensive community college, on the other hand, works on the basis of a not-so-visible or dramatic definition of excellence. They seek the development of a highly diverse potential in all students. Certainly these colleges want a well-prepared entering student. However, there are many kinds of talents and many kinds of excellence. These institutions focus on progress in learning and in value added: where was the student upon entry and did he or she make progress? (PARNELL 1985).

Excellence must be looked at from this "student" value added perspective. Within any institution of higher education, there are five contributors which contribute to the students' value added, or excellence: Curriculum and Instruction, Human Resources, Marketing Planning Progress, Technology, and Work Environment (Jo Hillman

1987). Curriculum and instruction are the heartbeat of the community college enterprise.

Not since the maturation of and grand scale expansion of community colleges in the 1960's has there been a cluster of serious challenges facing these institutions of the 90's. Challenges for 1990 and beyond will not dramatically change the mission of community college, but they will demand dramatic changes in the way the mission is accomplished primarily through curriculum and instruction.

The key question addressed in this paper focuses on the following question. Are those who have a major impact on the way the mission is accomplished willing to change?

What are the challenges of the 1990's?

1. Heterogeneous Student Populations

By around the year 2000, America will be a nation in which one of every three of us will be non-white (AACJC 1988). While 77 percent of white 18- and 19-year-old's in this country are high school graduates, only 63 percent of blacks and 50 percent of Hispanics in this age group complete secondary education (Stem 1987). Members of minorities who complete high school are more likely than white students to attend community colleges. These colleges enroll 55 percent of all Hispanic undergradutes, 57 percent of all black students, and 42 percent of all Asian students who attend institutions of higher education in America (Center for

Educational Statistics 1988). In addition, the United States population of 16- to 24-year-old's will shrink by 2,000,000 or 8 percent between 1989 and 2000.

In 1987 the average age of students in credit classes at public community colleges was 27; when all students were counted, it was over 30. Further, 63 percent of all students enrolled in credit classes at community colleges are part-time. This is a substantial increase over the 48 percent of students enrolled part-time in 1970. By 1992, the part-time enrollments at community colleges are expected to increase by 7 percent, the enrollment of full-time students will decline by approximately 10 percent, and perhaps as many as two-thirds of the full-time students in community colleges will have jobs (AACJC 1987). In addition, there are the displaced worker, single parent, and military personnel returning to civilian life.

2. Quality of Worklife Competence, Basic Competence, Employability Competence, Learning to Learn Competence, Common Core Competencies and the Arts and Science/Vo Tech Gap

To compete, employers need employees who can operate effectively within the parameters of their organization, assume responsibility willingly, and motivate co-workers toward exemplary performance. These skills - once identified with the "fast track" - are now basic ingredients (Carnevale et all 1988). A workforce with sound basic skills will strengthen its employer's ability to compete.

But this foundation work must be only the beginning. During all collegiate vocational technical education, every student - not just those with problems - should learn to write more clearly, read with greater comprehension, listen with more discrimination, speak with more precision, and through critical thinking, develop the capacity to apply knowledge to new concepts. This calls not for a basic course in communications skills for every student, but for the integration of all the basics, quality of worklife, learning to learn and job seeking/keeping skills in every program/class (AACJC 1988).

Furthermore, much of the "gap" that exists between arts and science programs and their respective staff can be blamed on a variety of historical as well as legislated contributors. The point is that if excellence, as defined on page one of this introduction, is to be achieved, the gap must be bridged. The "core curriculum" or common learning for arts and science and vo tech students is an attainable bridge. All community college associate degree and certificate students should complete a core curriculum, so that students place their specialization in larger context and relate learning to contemporary problems and contemporary employment (AACJC 1988).

3. Maturing Faculty--Part-time and Full-time

The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, it is only good sense that the investment should be helped to appreciate in value

and not be allowed to wear itself out or slide into obsolescence by inattention or neglect (AACJC 1987).

In 1986, community college faculty was made up of 40 percent full-time and 60 percent part-time faculty (AACJC 1987). For community colleges to fulfill their potential, part-time faculty must be carefully integrated into the institution. For these colleagues, the need for orientation and professional development is even greater. In addition to this challenge, there is the challenge that within the next 10 years approximately 40 percent of all community college faculty who now teach will retire (AACJC 1988).

4. Teacher Effectiveness

Professor K. Patricia Cross has recently proposed that a teacher to be most effective, must be considered a classroom researcher - one who is involved in the evaluation of his or her own teaching and learning, even as it takes place. This approach to evaluating teaching asks faculty to make a clear connection between how they teach and how students learn. It establishes the classroom as both a teaching and research environment, a place where pedagogical questions can be thoughtfully pursued (Cross 1989).

The community college should be the nation's premier teaching institution. Community colleges, above all others, should expect the highest performance in each class and be creative and consistent in the evaluation of results (AACJC 1988). In addition to the scholarship of discovering knowledge through research, it is also

important to recognize the scholarship of integrating knowledge through curriculum development, the scholarship of applying knowledge through service, and above all, the scholarship of presenting knowledge through effective teaching.

According to Benjamin Bloom, 95 percent of the nation's students are capable of mastering the skills and concepts presented to them in school, yet only about one-third do so. Respect for student learning styles is a key factor in motivating optimal classroom performance. Every student has a learning style that can and should be assessed. When learning styles are assessed and accommodated, students become less disruptive and more communicative, interested, and competent. Furthermore, their self-concepts grow stronger, and they develop transfer skills that can be used throughout life. (Flemming 1989)

A systems approach that a) utilizes student learning styles and b) instructors' preferred interactive styles as a basis for learning and teaching, then c) incorporates an applied learning process through a functional context approach and the cooperative learning (Johnson 1989) process, will provide the vast majority of the students in the rainbow classroom/lab of the 1990's with a process blueprint to succeed.

5. The Associate Degree and Certificate Technical Education Significance

AACJC reports associate degree and certificate technical education

programs will assume significance in the next decade. The U.S. Department of Labor also estimates that by 1995, 75 percent of all job classifications will require some form of postsecondary education for entry. If that figure is accurate, the associate degree and certificate technical education programs in community colleges that prepare people for immediate entry into mid-level professional, technical, and skills positions will play a strategic role to match future needs (AACJC 1988).

6. Curriculum Alignment and Accountability

Competency-based vocational technical education has a 1990's definition. The foundation of CBVTE is built on three unalterable essentials: 1) The occupational competencies to be achieved by the students are derived from a rigorous analysis of the occupation to ensure that they are accurate, complete, and up-to-date; 2) Students are assessed on learned competencies by observing their performance in conditions similar to that of the occupation. Occupational criteria and standards of performance are used to determine the student's proficiency; 3) Competency areas include occupational skills and knowledge, as well as quality of worklife (QWL) skills, employability skills, integrated basics, and learning to learn skills.

Based upon these three essentials, the definition for CBVTE follows:

> Program objectives and student performance objectives are derived from a list of competencies needed to perform entry

level jobs/occupations/professions; needed competencies are rigorously validated by a team of industry/education experts. Instruction emphasizes the ability to do, as well as learn the how's and why's; learning activities are designed to incorporate these competency areas:

Technical competence
Technial knowledge competence
Quality of worklife competence
Basics competence
Employability competency (job seeking/job keeping)
Learning to learn competence

Student performance is based on demonstrated competence which is criterion-referenced, not group normed: by means of performances, assignments, written tests, and/or observations. This approach will be implemented so that alignment and accountablity are facilitated as one system.

These challenges, a) heterogeneous student populations, b) quality of worklife competence, basics competence, employability competence, learning to learn competence, common core competencies and the arts and science/vo tech gap, c) maturing faculty - part-time and full-time, d) instructor effectiveness, e) associate degree and certificate technical education significance and f) curriculum alignment and accountability will have two impacts. The first impact is on instructors' competence dealing with curriculum and instruction. The second is on how community college administrators will upskill existing faculty, full-time and part-time, and at the same time recruit and prepare new staff to meet the challenges of the 1990's.

Specifically, I have chosen to focus in on the "Basics that employers want". In analyzing the review of literature in vo tech education and industry/business in-house training, the basics which employers want fall in four subsets: a) Basics: listening, reading, writing, speaking, and math, b) Quality of worklife: interpersonal skills, group process skills, problem-solving skills, decision-making skills, planning skills, communication skills, reasoning skills, organization and time management skills, c) Employability: job seeking and job keeping skills and d) Learning to Learn.

B. Research Activities

During 1987, 1988, and 1989, I conducted three separate research studies to determine Iowa's vo tech educators' perceived needs for curriculum resource materials and perceived needs for inservice seminars on how to implement those materials at their respective responsibility areas in the first three subsets - the basis, quality worklife, and employability.

ASTD (1989) reports that employer interest in improving basic skills is driven by economic concerns. When deficiencies affect the bottomline, employers respond with training or replacement. But, the time-honored choice, replacement, is becoming less practical because the supply of workers is shrinking. Increasingly, employers are forced to make rather than buy productive employees. As a result, interest in basic workplace skills is growing.

Employee interest also is growing, primarily because workers are being challenged as never before. For those already employed, deficiencies and short-circuit successful job transitions, and career growth. The ground under them is shifting as the range of skills needed to participate successfully in this economy expands. They are less supervised, but more frequently called upon to identify problems and make crucial decisions.

Perhaps the most devastating impact of basic workplace deficiencies falls upon the disadvantaged who are outside the economic mainstream, struggling to get in. For those attempting to enter the workforce and those who have been displaced from their jobs, such deficiencies inhibit entry into productive and well-paying work, pinning those disadvantaged at the bottom of the economic heap.

The upskilling of work in America is driven by technical changes, innovation, and a sense of heightened competition. The picture is further complicated by competitive challenges driving companies toward employing an array of strategies that require adaptive and innovative workers with strong interpersonal skills. Business strategies-such as collaboration (the work team concept), exemplary customer service, and emphasis on quality-demand teamwork, listening skills, the ability to set goals, creativity, and problem-solving skills.

Couple this with the movement toward more participative management and employers aggressively driving workers toward decision-making at the point of production or point of sale, and it is easy to see that new skills must be applied if employees-and their employers-are to succeed in the marketplace.

In fact, one might even say that a new kind of American worker is being ordered up. And this new worker will be expected to have a broad set of skills that were previously required only of supervisors and management.

Populations Surveyed

The 1987 population was comprised of 328 individuals with 56.1% returns. This group represented all areas and levels of vo tech education.

The 1988 population was comprised of 284 individuals with 61.6% returns. This population represented a concern for equitable access to and success in vo tech education for men, women, single parents and displaced homemakers.

The 1989 population was comprised of 15 community college administrators who are responsible for working with the private sector to the training or upskilling of workers for new and expanding business and industry in Iowa. The returns for this population was 66.6%.

Their perceived importance for available curriculum materials and inservice on how to implement these competency areas are presented in tables 1-4.

TABLE 1

IMPORTANCE RATING OF CURRICULUM RESOURCES NEED BY CONTENT

CONTENT	GROUP 1 N	GROUP 1 MEAN*	GROUP 2 N	GROUP 2 MEAN*	GROUP 3 N	GROUP 3 MEAN*
BASICS						
1. Math Skills	178	4.18	169	4.18	10	4.70
2. Reading Skills	178	4.13	170	4.27	10	4.70
3. Speaking Skills	177	3.99	170	4.24	10	4.70
4. Listening Skills	178	4.11	170	4.41	10	4.70
5. Writing Skills	178	4.15	170	4.34	10	4.60

Group 1 = All vo tech educators (1987)

Group 2 = Vo tech educators with gender equity concerns (1988)

Group 3 = Community College Economic Development Administrators (1989)

*5 point rating scale

5 = critical need
4 = high need
3 = moderate need
2 = little need
1 = no need

TABLE 2

IMPORTANCE RATING OF CURRICULUM RESOURCES NEED BY CONTENT

CONTENT	GROUP 1 N	GROUP 1 MEAN*	GROUP 2 N	GROUP 2 MEAN*	GROUP 3 N	GROUP 3 MEAN*
QUALITY OF WORKLIFE						
1. Interpersonal Skills	180	4.17	172	4.34	10	4.50
2. Group Process Skills	180	4.03	173	3.87	10	4.90
3. Problem-Solving Skills	179	4.40	173	4.33	10	4.90
4. Decision-Making Skills	181	4.35	175	4.49	10	4.80
5. Planning Skills	179	4.17	174	4.24	10	4.60
6. Communication Skills	180	4.34	174	4.39	10	4.80
7. Reasoning Skills	180	4.33	173	4.35	10	4.70
8. Org. and Mgmt. Skills	180	4.16	174	4.26	10	4.40

Group 1 = All vo tech educators (1987)

Group 2 = Vo tech educators with gender equity concerns (1988)

Group 3 = Community College Economic Development Administrators (1989)

*5 point rating scale

5 = critical need
4 = high need
3 = moderate need
2 = little need
1 = no need

TABLE 3

IMPORTANCE RATING OF CURRICULUM RESOURCES NEED BY CONTENT

CONTENT	GROUP 1 N	GROUP 1 MEAN*	GROUP 2 N	GROUP 2 MEAN*	GROUP 3 N	GROUP 3 MEAN*
JOB SEEKING & JOB KEEPING SKILLS						
1. I.D. Employment Oppor.	175	3.87	171	4.09	10	4.30
2. Employment Seeking Sk.	176	3.94	173	4.06	10	4.10
3. Work Behavior Skills	177	4.11	172	4.26	10	4.10
4. Worker Relat. Skills	176	4.08	173	4.14	10	4.20
5. On-the-Job Change Sk.	176	4.05	172	3.95	10	4.30
6. Business Operation Sk.	174	3.76	171	3.66	10	4.30

Group 1 = All vo tech educators (1987)

Group 2 = Vo tech educators with gender equity concerns (1988)

Group 3 = Community College Economic Development Administrators (1989)

*5 point rating scale

5 = critical need
4 = high need
3 = moderate need
2 = little need
1 = no need

TABLE 4

IMPORTANCE RATING FOR INSERVICE/ASSISTANCE FOR

IMPLEMENTATION OF "BASICS"

	Group 1		Group 2		Group 3	
CONTENT	N	MEAN*	N	MEAN*	N	MEAN*
Importance rating of inservice						
1. Utiliz. basics skills	177	4.13	169	4.11	10	4.70
2. Utiliz. QWL skills	180	4.16	170	4.12	9	4.44
3. Utilizing employ. skills			169	3.99		

Group 1 = All vo tech educators (1987)

Group 2 = Vo tech educators with gender equity concerns (1988)

Group 3 = Community college economic development administrators (1989)

*5 point rating scale

5 = critical need
4 = high need
3 = moderate need
2 = little need
1 = no need

The results show a strong perceived need by those surveyed. It is, therefore, not the "Basics Industry Wants", but it's the basics industry and vo tech wants.

The bottomline in addressing the question, "Are we willing to change?", must be an immediate total institutional commitment to preparing all instructors* with the competence and the mission in which the basics are taught, learned, assessed and documented with the same commitment and emphasis as technical competence.

Specifically, here are a number of leading challenges:

1. Vo Tech curriculum of the 1990's must give equal emphasis and importance to the basics competencies as to the technical competencies.

2. The teaching and learning of technical competence and basics competence must be implemented like a vinegar and oil mix.

3. Vo tech faculty must be taught a) what the basics are, b) how to identify and design learning activities to integrate the basics c) how to assess student performance of the basics, d) how to cooperatively work with instructors certified to teach the basics to students who need upskilling, e) when and how to document student performance as part of a grade and a certificate of competence.

4. Teacher education institutions must not only preservice and inservice instructors on how to integrate the basics into vo-tech curriculum, but they must model and practice what they preach.

5. Systematic implementation of the basics must receive at least equal or greater priority, budgetary support and efficiency concerns as the priority, budget and efficiency concern for the heating/cooling of student classrooms/labs.

*Full-time, part-time, vo tech, arts and science and economic development, secondary, post secondary, adult ed.

6. As a function of our maturing institutions and instructors, and a misunderstanding of and faulty implementation of CBVE for the 80's, creativity of faculty and students has been often denied and suppressed with an emphasis instead on logical and sequential thought patterns. Creative thinking must be encouraged, recognized and rewarded at the institutional level before instructors can be expected to encourage, recognize and reward similar student behavior.

7. The 1990's is a time when models and practices of effective group dynamics in the student's home, and the instructor's place of employment are far from ideal. Yet the private sector employer demands it. Vo tech educators must make an immediate long-term investment in implementing learning and teaching strategies which emphasize and integrate effective group dynamics; namely, Johnson and Johnson's Cooperative Learning process.

8. We must exchange our SPC mentality to a proactive mentality.

9. Administration, staff and unions must place priority and significance to the systematic development of, and institutional and financial support for individual work team, departmental, and institutional 3 - 5 year staff development plans.

10. User friendly curriculum materials resources must be readily available to instructors and students.

Blueprint of Success

Based upon the ten challenges listed above, I urge you to develop an institutional, departmental and individual plan of action for integrating the basics using the IDEA planning model.

The IDEA planning model will use two guiding principles. One principle is the definition of competency-based/outcome-based listed on page 7. A second principle on which the IDEA planning model and plan of action is based is the principle that the basics are most effectively learned in vo tech by means of integrating them into the existing curriculum by utilizing the Johnson and Johnson cooperative learning model/method.

In summary, vo tech educators with the support of, as well as a gentle threat by business and government are taking the first step toward addressing basic skills deficiencies and challenges.

The efforts of vo tech, and arts and science educators, in joint efforts with industry and government are joining increasingly in an effort aimed at effective damage control - at meeting the challenge of basics deficiencies before it grows. While not insurmountable, this challenge will be difficult to manage unless administrators are willing to make a commitment. And instructors, as individuals, or as a group/union, are committed to acquiring the proper blueprint, tools and materials.

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TRANSPARENCY SET FOR

WORKPLACE BASICS: THE SKILLS EMPLOYERS WANT ... CAN WE CHANGE THE WAY WE OPERATE?

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THE REAL ISSUE FOR THE 1990'S

IS

MAXIMIZING FACULTY EFFECTIVENESS

AND

MAXIMIZING STUDENT POTENTIAL

J. VAN AST - JUNE 1989

GUIDING PRINCIPLES

STUDENT POTENTIAL

INSTRUCTOR EFFECTIVENESS

INTEGRATION

ARTICULATION

MODERNIZATION

EQUITY

REDIRECTED CURRICULUM PRIORITIES

ACCOUNTABILITY

CBVE

Program objectives and student performance objectives are derived from a list of competencies needed to perform entry level jobs/occupations/professions; needed competencies are rigorously validated by a team of industry/education experts.

Instruction emphasizes the ability to do, as well as learn the how's and why's; learning activities are designed to incorporate several competency areas.

Student performance is based on demonstrated competence which is criterion-referenced, not group normed: by means of performances, assignments, written tests, and/or observations.

J. VAN AST - JUNE 1989

COMPETENCY AREAS

TECHNICAL SKILL COMPETENCE

TECHNICAL SPECIFIC
KNOWLEDGE COMPETENCE

"BASICS" COMPETENCE

QUALITY OF WORKLIFE COMPETENCE

EMPLOYABILITY COMPETENCE

QUALITY OF WORKLIFE COMPETENCE

1. INTERPERSONAL SKILLS
2. GROUP PROCESS SKILLS
3. PROBLEM-SOLVING SKILLS
4. DECISION-MAKING SKILLS
5. PLANNING SKILLS
6. COMMUNICATION SKILLS
7. REASONING SKILLS
8. ORGANIZATIONAL AND TIME MANAGEMENT SKILLS

"BASICS" COMPETENCE

LISTENING

SPEAKING

READING

WRITING

MATHEMATICS

EMPLOYABILITY COMPETENCE

1. JOB SEEKING
2. JOB KEEPING
3. ENTREPRENEURSHIP SKILLS

LEARNING TO LEARN COMPETENCE

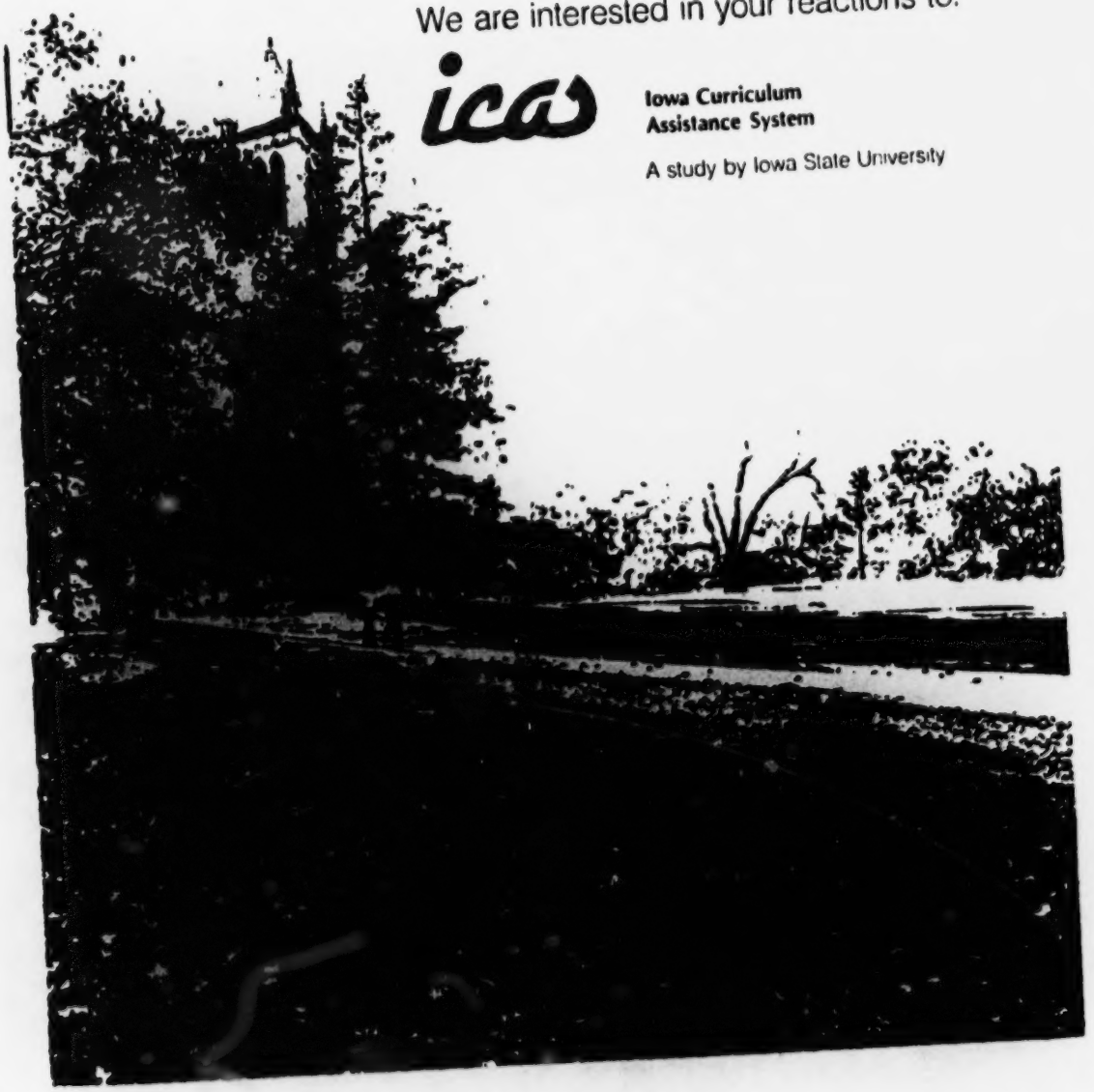
1. BASICS
2. QWL
3. STUDENT INTERACTION STYLE
4. TEACHER INTERACTIVE STYLE
5. LEARNING PROCESS

We are interested in your reactions to:

icas

Iowa Curriculum Assistance System

A study by Iowa State University



ICAS PLANNING QUADRANTS

I **EXISTING ICAS SERVICES** **TO** **EXISTING CLIENTELE**	**II** **EXISTING ICAS SERVICES** **TO** **NEW CLIENTELE**
III **NEW ICAS SERVICES** **TO** **EXISTING CLIENTELE**	**IV** **NEW ICAS SERVICES** **TO** **NEW CLIENTELE**

NEEDS PERCEPTION

ADDED VALUE PERCEPTION

LEVELS OF PLANNING

POLICY PLANNING:
WHAT SHOULD BE

STRATEGIC PLANNING:
PROPOSES HOW TO GET THERE

TACTICAL PLANNING:
SPECIFIC TASKS TO BE ACCOMPLISHED
TO REACH GOALS AND OBJECTIVES

ENROLLMENT IN COMMUNITY COLLEGE CREDIT CLASSES

1987 27 AVERAGE AGE

1987 63% OF STUDENTS ARE PART-TIME

1992 70% OF STUDENTS WILL BE PART-TIME

1992 30% OF STUDENTS ARE PART-TIME

AACJC 1987

COMMUNITY COLLEGE ENROLLMENTS

55% OF ALL HISPANIC ARE UNDERGRADUATES

57% OF ALL NATIVE AMERICAN ARE UNDERGRADUATES

43% OF ALL BLACKS ARE UNDERGRADUATES

42% OF ALL ASIANS ARE UNDERGRADUATES

CENTER FOR EDUCATION STATISTICS 1988

STUDENT POPULATION DEMOGRAPHICS

77% OF WHITE 18-19 YEAR OLDS ARE HIGH SCHOOL GRADS

63% OF BLACK 18-19 YEAR OLDS ARE HIGH SCHOOL GRADS

50% OF HISPANIC 18-19 YEARS OLDS ARE HIGH SCHOOL GRADS

STEM 1987

TECHNICAL EDUCATION ASSOCIATE DEGREE SIGNIFICANCE

BY 1995, 75% OF ALL ENTRY LEVEL JOB CLASSIFICATIONS WILL REQUIRE POST SECONDARY EDUCATION

U.S. DEPT. OF LABOR

FOUR OUT OF FIVE SUCH CLASSIFICATIONS WILL REQUIRE LESS THAN A B.S.

AACJC 1988

CURRICULUM DESIGN, ALIGNMENT AND ACCOUNTABILITY

- CURRICULUM WILL BE COMPETENCY-BASED/ OUTCOME-BASED

- BASICS COMPETENCE WILL RECEIVE EQUAL EMPHASIS WITH TECHNICAL COMPETENCE

- CURRICULUM ALIGNMENT WILL BE THE RULE

- CERTIFICATES AND DIPLOMAS WILL BE ACCOMPANIED BY CERTIFICATES OF COMPETENCE

TEACHER EFFECTIVENESS

THE MOST EFFECTIVE TEACHER MUST BE CONSIDERED AND SUPPORTED AS A CLASSROOM/LAB RESEARCHER

CROSS 1989

- STUDENT LEARNING STYLES
- INSTRUCTOR'S INTERACTIVE STYLES
- COOPERATIVE LEARNING
- FUNCTIONAL CONTENT

COMMUNITY COLLEGE TEACHING STAFF

GREATEST RESOURCE

1986 40% FULL-TIME

60% PART-TIME

1996 40% OF 1986 STAFF WILL RETIRE

AACJC 1988

1. BASICS COMPETENCE AND TECHNICAL COMPETENCE WILL RECEIVE EQUAL IMPORTANCE

2. THE BASICS AND TECHNICAL COMPETENCE WILL BE IMPLEMENTED LIKE AN OIL AND VINEGAR MIX

3. TECHNICAL ED INSTRUCTORS NEED TO BE UPSKILLED

4. TEACHER EDUCATION INSTITUTION CAN EITHER LEAD OR FOLLOW

5. ADMINISTRATIVE AND BUDGET COMMITTED TO RETOOLING STAFF

6. A CREATIVE WORK ENVIROMENTWILL BE A CREATIVE CLASSROOM/LAB ENVIROMENT

7. COOPERATIVE LEARNING WILL BECOME THE INSTRUCTIONAL/CLASSROOM/LAB PRACTICE

8. FROM SPC TO PROACTIVE

9. ADMINISTRATIVE, STAFF, AND UNION TEAMWORK

10. READILY AVAILABLE USER FRIENDLY CURRICULUM MATERIAL RESOURCES

BLUEPRINT FOR SUCCESS

IDEA PLANNING MODEL

IDEA PLAN OF ACTION

INSTRUCTIONAL METHODS MUST BE BASED ON SOUND RESEARCH COOPERATIVE LEARNING.

THE CERTIFICATE OF COMPETENCE IS THE ULTIMATE STUDENT ACCOUNTABILITY DOCUMENT

PLAN OR LIVE WITH THE PLANS MADE BY OTHERS

MANAGE CHANGE, OR SPEND VALUABLE TIME AND EFFORT REACTING TO CHANGE FORCED UPON US BY OTHERS

CREATE DUST OR EAT DUST

THERE ARE FOUR WORDS THAT ARE BOUND UP WITH ACHIEVEMENT OF ANY SORT:

INSPIRATION

PERSPIRATION

FRUSTRATION

EXHILARATION

BEVERLY SILLS

ANALYZING TRENDS & ISSUES

LOOKING AT THE BIG PICTURE

GATHERING FACTS

USING THE BEST AVAILABLE INFORMATION TO DETERMINE WHERE WE ARE

MAKING INFORMED DECISIONS ABOUT:

A) WHERE SHOULD WE BE?

B) HOW WILL WE GET THERE?

PLANNING: WHAT IS IT?

...thinking and doing something about the future

...a process having to do with determining where you want to go; determining where you are now and developing a way to get from here to there

IDEA PLANNING FOR CBVE

I Identification of Need

1. Compare:
   A) What is? to B) What should be?

2. Identify the challenge (need)
   What is the difference between A and B?

3. State a goal/objective to move from A toward B

4. Analyze the challenge:
   A) Identify current strengths
   B) What barriers/constraints block the path between A and B?
   (Consider human/physical resources, etc.)

5. After listing all potential strengths, barriers/constraints:
   Determine major challenge areas

6. Propose solutions/changes necessary to remove-avoid-run through barriers that stand between A and B
   (Be creative: the sky's the limit!)

7. Choose the best alternative solution strategies to accomplish goals/objective
(Come back to Earth: what is realistic?
Set priorities for implementing changes:
Most important - easiest to accomplish

D Develop Solutions/Plan

8. Develop a plan of action, with specific, step-by-step activities:
   A) What will be done?
   B) How will it be done?
   C) Who will do it?
   D) When will it be done?
   E) How well/How much?

E Execute Solutions/Plan

9. Implement the plan
   Communicate to all affected
   Monitor action/revise as needed

A Assess Process/Product

10. Evaluate/report the results

RETURN TO STEP #1! - ICAS 1989

THE ACTION PLAN DELINEATES

SPECIFIC STEPS THAT INVOLVE

EXISTING STRENGTHS...

AS A FOUNDATION FOR

BRINGING ABOUT NEEDED CHANGE.

GOALS

A. Development

Objectives	Activities	Criteria	Human Resources	Target Date
1. a-1 Collect materials developed by Iowa and acquired by the state office	1. Get materials from Des Moines to our facilities	Have collection here	J, C, Mary W.	09/16/88
	2. Develop marketing audit question(s)	ICAS standard	J, C	10/01/88
1. a-2 Collect-other states	1. Send letters to state contacts and SLRs	50 letters	J, C, R	09/01/88
	2. Gather SE, SPH catalogs	unknown quantity	C	ongoing
	3. Glean from general catalogs we have	ID helpful materials	C	10/31/88
1.b. Organize above materials	1. Screen incoming materials	ICAS quality--each new item handled within week it arrives	J, C	original collection by 10/31/88
	2. Catalog those to add to collection			
	3. File teaching aids (other than curriculum materials)		C	ongoing
1.c. Distribute above materials-see A-11 A-12	1. Begin loans and purchases	ICAS quality service	C	07/01/89*
2.a. Develop catalog	1. Design catalog	ICAS quality	C, J, R, L, Roger Baer	04/31/89

CBVE COMMITMENT

1. Appropriate reasons for CBVE
2. Clarity of terminology
3. Support by leadership
4. Sound approach to learning - design must be supported by research
5. Comprehensive plan for IDEA
6. Appropriate competency statements
7. Quality curriculum materials
8. Criterion-referenced documentation
9. Realistic management system
10. On-going staff development
11. Cooperating infrastructure support system

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but was there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put your things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and dance and play and work every day some. Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together.

ROBERT FULGHUM
All I Ever Really Needed to Know I Learned in Kindergarten and Other Stories
(RANDOM HOUSE , 1987)

THE CHANGING WORKPLACE:

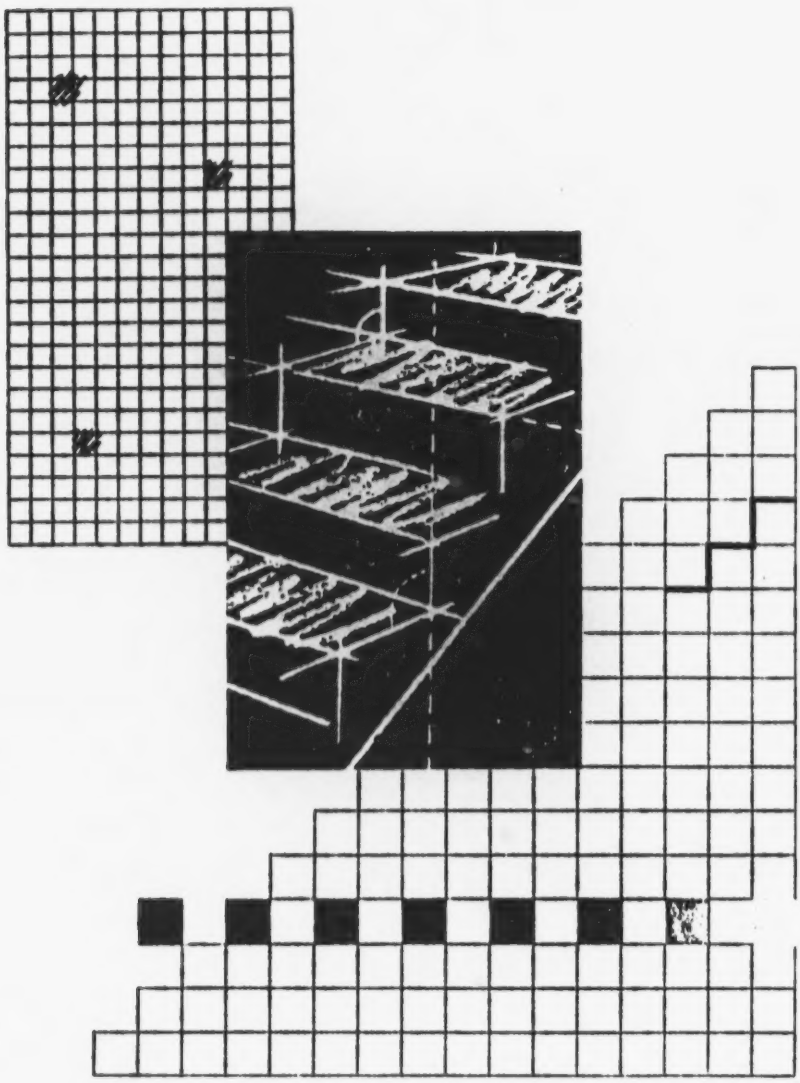
IMPLICATIONS OF QUALITY OF WORK LIFE FOR VOCATIONAL EDUCATION

RESEARCH AND DEVELOPMENT SERIES NO. 249

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

Workplace Basics:

THE SKILLS EMPLOYERS WANT



The American Society for Training & Development

U.S. Department of Labor
Employment & Training Administration